DOCUMENT RESUME

ED 458 592 CS 217 704

AUTHOR	DeWitt, Scott Lloyd
TITLE	Writing Inventions: Identities, Technologies, Pedagogies.
INSTITUTION	State Univ. of New York, Albany.
SPONS AGENCY	Illinois State Univ., Normal.
ISBN	ISBN-0-7914-5040-6
PUB DATE	2001-07-00
NOTE	287p.; Sponsored by Illinois State University's Department of English, The Ohio State University at Marion's Small Grant Program, and the Ameritech Faculty Fellowship of The Ohio State University.
AVAILABLE FROM	State University of New York Press, 90 State St, Suite 700, Albany, NY 12207 (paperback: ISBN-0-7914-5040-6, $22.95; hardcover: ISBN-0-7914-5039-2, $68.50). E-mail: info@sunypress.edu; Web site: http://www.sunypress.edu.
PUB TYPE	Guides - Non-Classroom (055) -- Opinion Papers (120)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Computer Assisted Instruction; Higher Education; *Hypermedia; Instructional Innovation; Learning Processes; *Rhetoric; Theory Practice Relationship; World Wide Web; *Writing Instruction
IDENTIFIERS	*Technology Integration

ABSTRACT

The increasing role of computer technology in the classroom has left many teachers searching for resources that will make sense of complex theories and provide them with practical pedagogical direction. Offering instructional stories, histories, and classroom applications, this book connects the theoretical aspirations of the field with the craft of innovative composition instruction. Focusing on issues of "invention," the book explores "writing inventions"--the computer technology that students use to research, read, create, and compose. According to the book, however, "invention" also refers to the collection of processes that lead to what is not yet known: topics for writing, personal and professional identities, and new pedagogies. The book also outlines methods for teaching invention using the World Wide Web, arguing that the Web allows students and teachers to see into each other's learning processes. In the end, it tells stories--instructional accounts of computers and teaching writing that balance theory and practice. The book is divided into the following chapters: Introduction: Inventing Ourselves; (1) Inventing Invention; (2) Inventing Discussions, Inventing Pedagogies; (3) Inventing Hypertext Reading; (4) Inventing Hypertext Writing; and (5) Inventing Scenes. (Contains 4 figures and an approximately 180-item bibliography.) (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.